

# LETTER HOME

## Count and Add to Measure Area

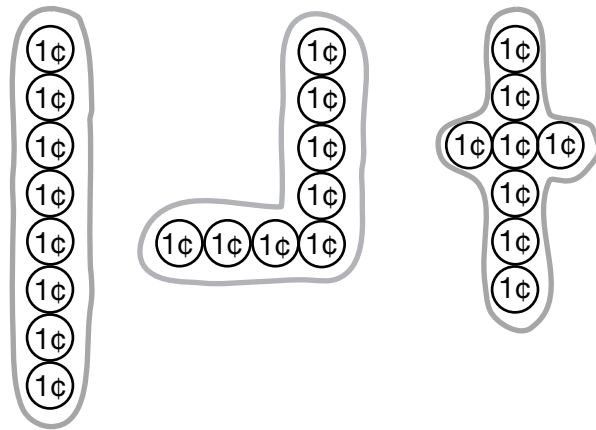
Dear Family Member:

Area measurements are often important in everyday life. Many adults learned about area as a series of formulas like “length  $\times$  width” and “ $\frac{1}{2}$  of the base  $\times$  height.” However, if one forgets what the formulas are for, how to use them, or when they are appropriate, measuring area becomes a mystery.

Beginning in first grade, students learn that area is the amount of space a shape covers. Students estimate the areas of shapes by covering the shapes with pennies. Later they use a standard unit, square inches, for area measure and also find the area of shapes by counting square units on a grid.

Students also explore another important idea about area: that different shapes can have the same area. As we explore measurement in the classroom, you can help at home by doing activities such as the following:

- **Storybook Math.** Invite your child to retell the story of *Goldilocks and the Three Rectangles*. Suggest your child use pennies or some other items to cover the objects in the stories to estimate their areas.



Pennies can be used to estimate the area of shapes.

### Math Facts and Mental Math

This unit continues the development of the addition facts with sums to ten and specifically focuses on the facts in Group D:  $3 + 3$ ,  $3 + 4$ ,  $4 + 4$ ,  $4 + 5$ .

You can help your child develop strategies for these facts by using the flash cards that are sent home or by making a set from index cards or scrap paper. Study the facts in small groups each night. As your child goes through the flash cards, put the cards in three stacks: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn.

For Facts I Need to Learn, work on strategies for figuring them out. Good strategies for the facts in Group D:

Doubles and Doubles plus one or minus one:  $4 + 4 = 8$  so  $3 + 4$  is one less or 7.

For Facts I Can Figure Out, use the flash cards to practice the facts for fluency.

For Facts I Know Quickly, help your child use mental math strategies to add 10s related to the addition facts:  $33 + 33 = 66$ ,  $30 + 30 = 60$ ,  $13 + 4 = 17$ .

Thank you for your continued efforts to bring math into your child’s everyday world.

Sincerely,

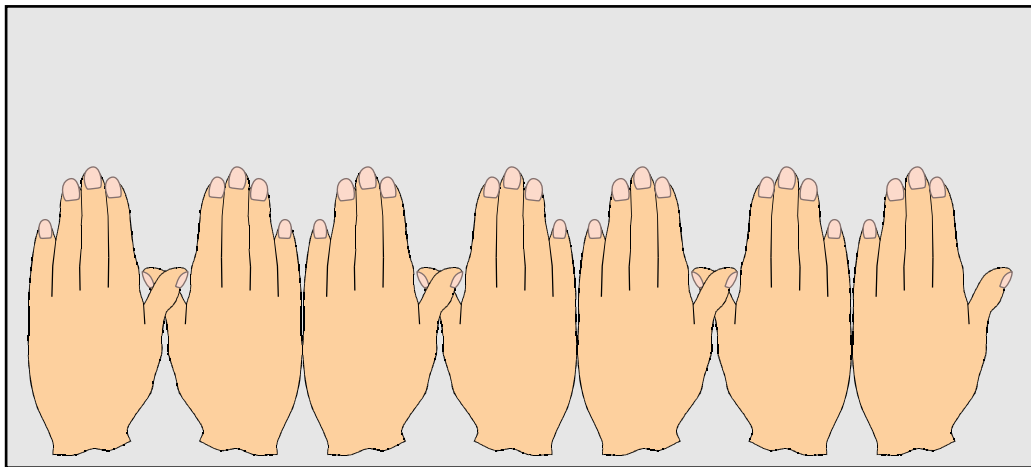
# Unit 8: Home Practice

## Part 1 Addition Flash Cards: Group D

Take home your Addition Flash Cards: Group D with sums to ten. Ask a family member to choose one flash card at a time for you to solve. Sort the flash cards into three piles: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn. Clip the cards in the Facts I Know Quickly pile together and place them back into the envelope. Practice the facts in the last two piles again.

## Part 2 Measure with Hands

Find a table. Measure the length using your hand as a unit. Then ask a family member to measure the same table with his or her hand.



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The table is \_\_\_\_\_ of \_\_\_\_\_ 's hands.

The table is \_\_\_\_\_ of \_\_\_\_\_ 's hands.

Are the measurements the same? Why or why not?

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**Part 3 Jan's Coins and My Coins**

Use a small jar of coins that contains nickels, dimes, and pennies. Follow these steps:

1. Pull some coins from the jar.
2. Find the value of the coins.
3. Record the amount on the data table in the My Coins column.
4. Repeat two more times.

Coins from Jar

Pull	Jan's Coins	My Coins
<b>1</b>	<b>27¢</b>	
<b>2</b>	<b>34¢</b>	
<b>3</b>	<b>19¢</b>	

Who pulled more money for each pull, Jan or you? Circle the amount in each row that shows more money.

**Part 4 At the Pet Shop**

Use your number line, ten frames, or connecting cubes.  
Write number sentences to go with your answers.



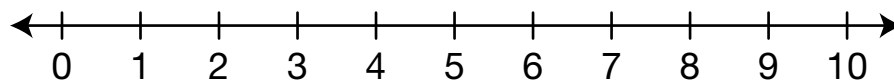
1.

cats 4	dogs 4
pets	

2.

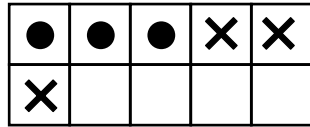
cats 4	fish
pets 9	

3. Show or tell how you solved Question 2.

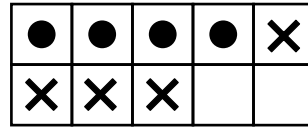
# Addition Flash Cards: Group D

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$



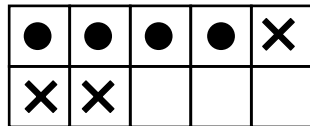
Group D

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$



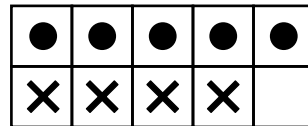
Group D

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$



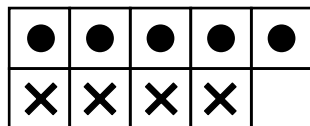
Group D

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$



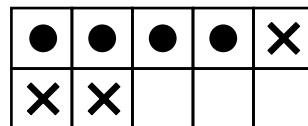
Group D

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$



Group D

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$



Group D

# Draw a Shape



Dear Family Member:

In class your child measured the area of shapes by counting the number of pennies needed to fill in each shape. Please gather pennies and quarters for your child so he or she may have more practice finding area. Help your child complete the questions below.

Thank you.

**Draw a large shape in the space below. Then answer the questions.**

1. Cover the shape with pennies. How many cover the shape?

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2. Cover the shape with quarters. How many cover the shape?

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3. Did more pennies or more quarters fit in the shape? Explain why you think more of this coin fit in the shape.

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# Area of Shapes



Dear Family Member:

In class, your child found the area of shapes by counting square units. We used different strategies for counting the square units such as skip counting by twos, fives, or tens. Students can also divide the shapes into parts and find the areas of the parts. Help your child find the area of the shapes below. Ask if he or she can think of different ways to count the square units. Check that your child records the area for each.

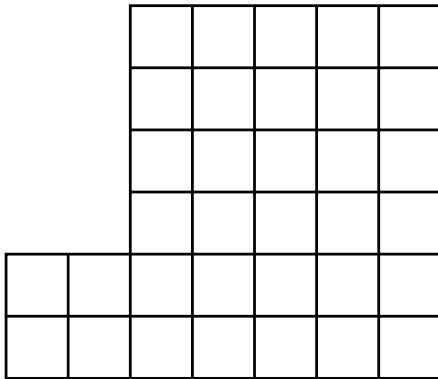
Thank you.

**Find the area of each of the shapes.**



1 square unit

**A.**

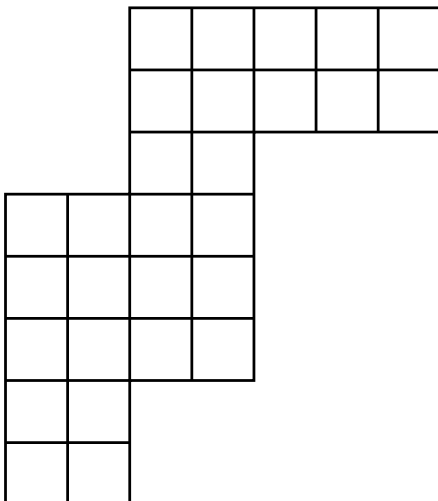


\_\_\_\_\_ square units

Write a number sentence.

\_\_\_\_\_

**B.**

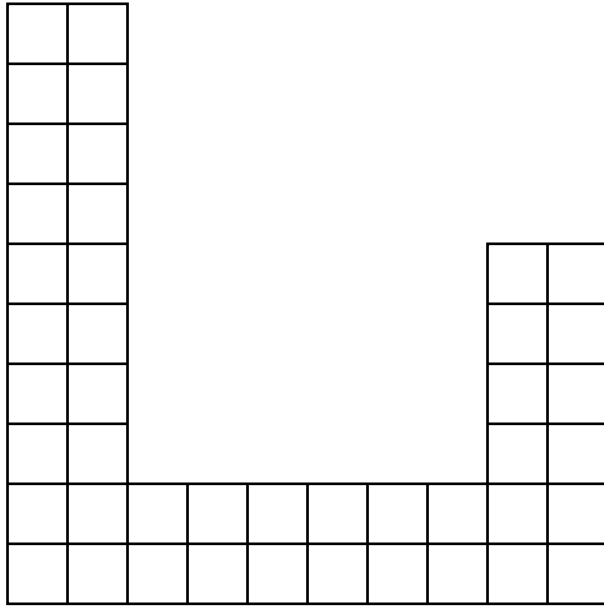


\_\_\_\_\_ square units

Write a number sentence.

\_\_\_\_\_

C.

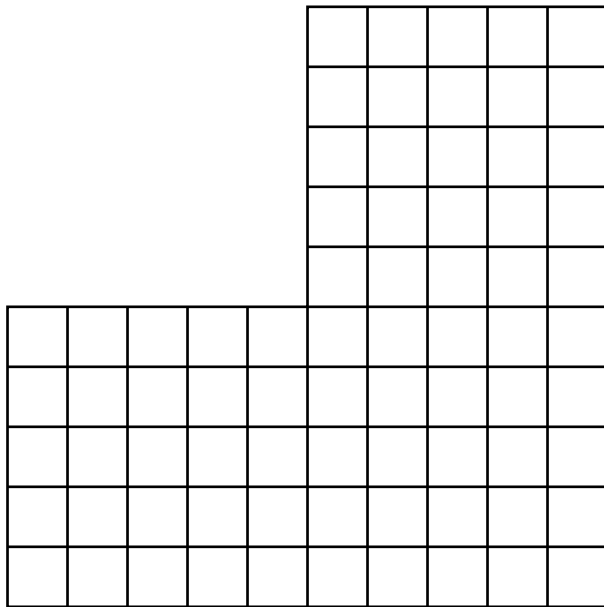


\_\_\_\_\_ square units

Write a number sentence.

\_\_\_\_\_

D.



\_\_\_\_\_ square units

Write a number sentence.

\_\_\_\_\_



# Compare Numbers

Draw a square around the greater number. Circle the symbol.

less than <	greater than >	equal to =
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**A.** 20 is greater than  
> 10  
is less than  
<

**B.** 14 is greater than  
> 18  
is less than  
<

**C.** 6 is greater than  
> 5  
is less than  
<

**D.** 5 is greater than  
> 6  
is less than  
<

**E.** 3 is equal than  
= 3  
is greater than  
>

**F.** 9 is greater than  
> 19  
is less than  
<

**G.** 11 is greater than  
> 11  
is equal than  
=

**H.** 4 > \_\_\_\_\_